DOCUMENT RESUME

ED 300 790 CS 009 399

AUTHOR	Niles, Jerome A., Ed.; Lalik, Rosary V., Ed.
TITLE	Issues in Literacy: A Research Perspective. Thirty-Fourth Yearbook of the National Reading Conference.
INSTITUTION	National Reading Conference, Inc.
PUB DATE	85
NOTE	425p.; Proceedings of the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984).
AVAILABLE FROM	National Reading Conference, 11 E. Hubbard St., Suite 200, Chicago, IL 60611 ($40.00).
PUB TYPE	Books (010) -- Reports - Research/Technical (143) -- Collected Works - Conference Proceedings (021)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Elementary Secondary Education; *Literacy; *Literacy Education; Metacognition; Reading Research; Teaching Methods; Writing Evaluation; Writing Research
IDENTIFIERS	Educational Issues; Emergent Literacy; Text Factors

ABSTRACT

Reflecting current themes that scholars in reading/language research, by their selective attention, have indicated are important in the field of literacy and learning in natural settings, this yearbook presents a collection of 62 selected research articles from the National Reading Conference for 1984. Included are the following articles, listed with their authors: "Being Literate in America: A Sociohistorical Perspective" (S. Brice Heath); "Communicative Competence: Cross-Cultural Perspectives" (I. Athey); "From Egocentric to Ideocentric Discourse: The Development of Academic Language" (S. Stotsky); "Observing First-Grade Reading Instruction: Instruction Viewed with a Model of School Organization" (R. Barr); "The Oral Recitation Lesson: A Research-Derived Strategy for Reading Basal Texts" (J. Hoffman and S. Crone); "The Effects of Prior Knowledge and Instruction on Recall for Well-Written Expository Text" (N. Marshall); "Context Clues Are Ineffective with Low Frequency Words in Naturally Occurring Prose" (R. S. Baldwin and E. K. Schatz); "Graphics in Middle-Grade U.S. History Textbooks" (L. B. Friedman and M. B. Tinzmann); "Readers' Awareness of Subheadings in Expository Text" (V. C. Hare and R. G. Lomax); "Reading Strategies of Gifted Students" (J. N. Mitchell and P. A. Irwin); "Reading and the Plans of Secondary Teachers: A Qualitative Study" (K. Hinchman); "Student Teachers' Planning and Evaluations of Reading Lessons" (H. Borko); "Bedtime Story Reading as a Social Process" (D. Bloome); "The Functions of Illustrations in Beginning Reading Texts" (H. D. Simons and C. Elster); "Assessment of Classroom Interaction Dynamics" (D. E. Alvermann and others); "Why Is The Degrees of Reading Power Test Invalid?" (R. P. Carver); "The Impact of Writing Instruction on Teachers' Attitudes and Practices" (D. Lapp and J. Flood); "Models of Reading Have Direct Implications for Reading Instruction: The Negative Position" (G. G. Duffy); and "Models of Reading Have Direct Implications for Instruction: The Affirmative Position" (H. Singer). (MM)